

Unpacking Co-requisite Outcomes: Reading Outcome 1

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts



Read to make sense of the written text.					
No Evidence	<input checked="" type="radio"/> Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence	

Read the written text with critical awareness.					
No Evidence	<input checked="" type="radio"/> Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence	

Read different written texts for different purposes.					
No Evidence	<input checked="" type="radio"/> Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence	

Result ☒ Not achieved

Reading Outcome 1:

Read to make sense of the written text.

This means that learners:

- use both skills (automatic processes) and strategies (deliberately selected processes) to understand text.
- decode the words in the texts they read and understand their meaning.
- use a range of strategies to work out the meaning of the texts they read.
- draw on their knowledge of how texts are structured to help them make meaning (for example, they scan through headings in a report to find the section that is of most interest to them).
- understand that different texts have different structures, and that these impact on the way a reader engages with a text.
- use their knowledge of sentence structures, and of the way ideas are linked in texts, to make sense of the overall text.
- use strategies to work out the meanings of unfamiliar words.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 1:

- Practice identifying main ideas in texts.
 - [Assessment Resource Banks \(nzcer.org.nz\)](#)
 - [Literacy on Pathways Awarua](#)
 - [Colour Codes](#)
- Explicitly teach a range of strategies to navigate texts. For example, using headings and sub-headings, layouts, illustrations, graphics, bullet points, cohesive devices, and other written/visual cues.
 - [How to investigate structure in non-fiction texts](#)
 - [Keyword Trees](#)
- Explicitly teach strategies to use when with unfamiliar words e.g. Word families, prefixes and suffixes.
 - [How to Use the Frayer Model in Your Classroom](#)
 - [FrayerModel.pdf \(adlit.org\)](#)
 - [Decoding New Words](#)
- Explicitly teach language features such as grammar, tense, vocabulary, sentence structures and paragraphing.
 - [Before and After Vocab Grid](#)
 - [Cloze Deletion](#)
 - [Vocab Jumble](#)
 - [TEEL-Paragraph-Writing-Guide](#)

For more literacy strategies search: [Literacy Resource Bank](#)